

NATIONAL PROGRAMS (PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT) AND AMERICA'S CAREER RESOURCE NETWORK

Goal: Increase access to and improve education programs that strengthen educational achievement, workforce preparation, and lifelong learning. Legislation: Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 105-332), Title I, Part A (Sections 114, 118) (20 U.S.C. 2324, 2328).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$7	2000*	\$27
	1990	\$7	2001*	\$27
	1995	\$7	2002 (Requested)	\$12

*ACRN (Perkins Section 18) was first funded in FY 2000.

Program Description

The goal of this program is to conduct and disseminate research that contributes to improving the quality and access of vocational education for all students, particularly special populations. The program also conducts research on implementation of performance standards and measures and their use on the participation of students in vocational education programs, and on successful methods for providing students with experience in, and understanding of, all aspects of the occupations and industry in which the students are preparing to work. The Department conducts a variety of research activities to promote excellence in vocational education. Current activities include the following:

- The National Assessment of Vocational Education (NAVE) will address a wide range of topics, including: (1) implementation of state and local programs; (2) impact of changes in federal funding formulas; (3) teacher quality and teacher supply and demand; (4) student participation in vocational education, (5) academic and employment outcomes; (6) employer involvement and satisfaction with vocation education programs; (7) education technology and distance learning; and (8) the impact of accountability requirements on program performance.
- The National Centers for Career and Technical Education (NCCTE), one for research and one for dissemination, are operated by a five-university consortium that includes the University of Minnesota, Ohio State University, the University of Illinois, Oregon State University, and Pennsylvania State University. The centers focus on five themes: integration of academic and technical education; educational technology and distance learning; accountability; knowledge and skills needed by employers; and professional development.
- The Department is supporting the "New American High Schools" (NAHS) initiative to promote comprehensive high school reform strategies that will strengthen the teaching and learning process and improve student achievement.
- The Department is supporting the development of two teacher preparation and development and recruitment initiatives to prepare teachers to use contextual teaching and learning strategies to improve student achievement.
- The Department is working with state vocational education agencies to facilitate development of a unified system of core performance measures that is consistent with the systems states are developing for Title I and Adult Education.
- The Department is currently supporting initiatives in 16 career clusters to involve employers, labor organizations, parents, teachers, and students in ensuring the development of effective career pathways that will enhance a student's ability to meet academic and industry-based skill standards.
- The Small Business Innovative Research program stimulates technological innovation in the private sector and strengthens the role of small business in meeting federal research and development needs.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OVAE/vocsite.html> and <http://www.ed.gov/offices/OVAE/nahs/>

Program Performance

OBJECTIVE 1: INCREASE THE USE OF RESEARCH FINDINGS TO INFORM PROGRAM DIRECTION AND TO IMPROVE STATE AND LOCAL PRACTICE.

Indicator 1.1 Disseminate quality research: By 2002, increasing numbers of customers will be using the products and services of the National Centers for Research and Dissemination in Career and Technical Education.						
Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Customers receiving electronic or print materials or information from the Centers</i>				Status: Baseline established; progress toward future targets likely. Explanation: Actual performance for 2001 includes only information disseminated through the Center’s web site since studies begun under the current Center will not yield publishable results in print form until 2001. Progress has been substantial given the Department’s increased emphasis on disseminating high quality research products and related services through the newly funded National Research Centers. Compared to the previously-funded center that provided only one-third of its funds to dissemination, the new Centers are allocating equal funding for research and dissemination.	Source: National Centers Performance Report. <i>Frequency:</i> Annual. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001. Validation Procedures: Data collection processes were developed before the Education Department <u>Standards for Evaluating the Quality of Program Performance Data</u> were developed. Limitations of Data and Planned Improvements: The number of customers does not represent an unduplicated count of individuals receiving information through the Centers.	
Year	Actual Performance					Performance Targets
	Electronic	Print	Total			
2000:	273,546	No Data Available	273,546			Baseline
2001:						300,000
2002:				350,000		
Indicator 1.2 Promote quality research: By 2002, the percentage of customers who are “very satisfied” with products and services received from the National Center for Research in Career and Technical Education will be at least 85 percent.						
Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Customers responding to a customer satisfaction survey indicated that they were “very satisfied” with the products and services received from the Centers</i>				Status: No 2000 data, but progress toward target is likely. Explanation: Performance targets are likely to be met, given the Centers’ first year scope of work focusing on customer need-sensing to identify topical areas for research and information on best practices in career and technical education. This effort, coupled with a commitment to developing practitioner-oriented resources, should result in high satisfaction among practitioners with the Centers’ products and services.	Source: Customer Satisfaction Survey. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> 2001. Validation Procedure: Data collection processes were developed before the Education Department standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: None.	
Year	Actual Performance					Performance Targets
	No Data Available					
2001:						85%
2002:						85%

OBJECTIVE 2: IMPROVE AND EXPAND THE USE OF EFFECTIVE STRATEGIES THAT PROMOTE SECONDARY AND POSTSECONDARY REFORMS.

Indicator 2.1 Identify New American High Schools: By 2002, increasing numbers of high schools will receive Department recognition for implementing New American High School strategies that combine career and academic preparation—often in smaller learning environments—to prepare all students for college and careers.			
Targets and Performance Data			Assessment of Progress
<i>Number of schools having received Department recognition for fully adopting New American High School strategies.</i>			Status: Positive movement toward target. Explanation: Although progress was made, the 2000 performance target was not met. This is due to the fact that fewer schools than originally anticipated have undertaken the breadth and depth of educational reforms required for classification as a New American High School. Performance targets for 2001 and 2002 were adjusted to align with new expectations.
Year	Actual Performance	Performance Targets	
1996:	10		
1998:	17		
1999:	30	100	
2000:	59	150	
2001:		75	
2002:		100	
Sources and Data Quality			Source: New American High School application tracking documents. Frequency: Annually. Next collection update: 2001. Date to be reported: 2001. Validation Procedure: Data collection processes were developed before the Education Department standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: None.
Indicator 2.2 Promote New American High School strategies: By 2002, increasing numbers of high schools will be working toward implementing New American High School strategies. Implementation is defined as a working with a high school network to implement one or more New American High School strategies.			
Targets and Performance Data			Assessment of Progress
<i>Number of schools working with three high school reform networks</i>			Status: Negative trend away from target. Explanation: Actual performance for 2000 was calculated using a more rigorous definition for “working with a reform network” than was used in 1999. In 1999, all schools working in any capacity with the three reform networks funded by the Department were counted. This year, only those schools working with the network to implement one or more specific New American High School strategies were counted. However, based on a refocus of the New American High School technical assistance strategy for 2001, this indicator will be dropped. Therefore, no new performance targets are set.
Year	Actual Performance	Performance Targets	
1999:	1,500	Baseline	
2000:	1,077	2,000	
2001:		N/A	
2002:		N/A	
Sources and Data Quality			Source: Grantee Reports. Frequency: Annually. Next collection update: None scheduled. Date to be reported: N/A. Validation Procedures: Data collection processes were developed before the Education Department standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: None.

Indicator 2.3 Promote professional development: By 2002, increasing numbers of prospective and current teachers will be trained to teach academic and technical coursework in the context of real-life applications and careers (hereafter referred to as contextual teaching and learning approaches).				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of prospective and current teachers trained to implement contextual teaching and learning approaches through seven funded university-based networks.</i>			Status: Target exceeded.	Source: Contractor Progress Reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.
Year	Actual Performance	Performance Targets	Explanation: Higher than anticipated progress in 2000 was due to the Department's emphasis on teacher preparation, use of university-based networks to train teachers in contextual teaching and learning approaches, and a series of national summits and conferences held to support those networks. Performance targets for 2001 are based on continued high expectations for performance of the networks, yet adjusted for the nine-month period that remains before termination of these grants on September 30, 2001.	Validation Procedures: Data collection processes were developed before the Education Department standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: Numbers of teachers are a duplicated count and, therefore, cannot provide a cumulative number of teachers trained since inception of the initiative.
1999:	750	Baseline		
2000:	4,513	1,800		
2001:		3,000		
2002:		N/A		

OBJECTIVE 3: INCREASE ACCESS TO AND IMPROVE CAREER AND ACADEMIC GUIDANCE AND COUNSELING SERVICES.

Indicator 3.1 Provide quality resources: By 2002, increasing numbers of customers will receive technical assistance by their states on the availability and use of America's Career Resource Network career development resources, and increasing numbers of career development products will be disseminated to customers through America's Career Resource Network.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of customers receiving technical assistance and number of products disseminated to customers (students, parents, teachers, counselors, administrators, and others) through America's Career Resource Network.</i>			Status: 2000 data not yet available, but progress toward target likely.	Source: America's Career Resource Network Annual Performance Report. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> 2001.
Year	Actual Performance	Performance Targets	Actual Performance	Performance Targets
	Customers		Products	
2000:	No Data Available		No Data Available	Baseline
2001:		20,000		800,000
2002:		30,000		1,000,000
			Explanation: Performance targets are based on data (not shown) from the previously-funded State Occupational Information Coordinating Councils (the predecessors to America's Career Resource Network). As a result of the planning and guidance provided by the Department to the networks during their transition year, it is expected that they will achieve at least the same minimum level of performance as the councils.	
			Validation Procedure: Data supplied by states on an OMB-approved report form. No other verification applied. Limitations of Data and Planned Improvements: The number of products is a duplicated count; that is, it accounts for multiple copies of the same product being disseminated to one or more customers.	

INDICATOR CHANGES

From Annual Plan (FY 2001)

Adjusted

- ❖ Indicator 1.1 (disseminate quality research) goal of 38,000 customers changed to "an increasing number"

Dropped—None.

New

- ❖ Objective 3 (increase access to and improve career and academic guidance centers)
- ❖ Indicator 3.1 (provide quality resources)